

2017 FORDHAM SPONSORSHIP ANNUAL REPORT

THOMAS B.
FORDHAM
FOUNDATION

ADVANCING EDUCATIONAL EXCELLENCE

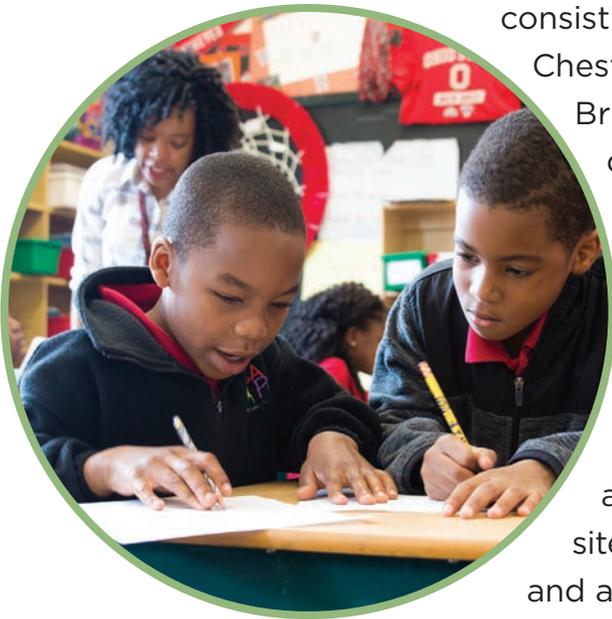
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1 ACKNOWLEDGMENTS

We would like to take this opportunity to acknowledge the leadership, staff, and governing boards at each of our sponsored schools for their hard work and commitment to students and families. We are grateful to be able to support their efforts to positively impact lives.

We also appreciate the counsel of the Fordham Foundation's Ohio Policy and Sponsorship Committee, consisting of Stephen D. Dackin, David Driscoll, Chester E. Finn, Jr., Tom Holton, and Trustee Emeritus Bruno Manno, whose guidance is critical to how we do our sponsorship work. Our colleagues Chad Aldis, Aaron Churchill, Jeff Murray, Jessica Poiner, Jamie Davies O'Leary, Sarah Andreas, Mike Petrilli, Amber Northern, Victoria McDougald, David Griffith, Gary LaBelle, and Shane Sheppard provide key support to our sponsorship operation throughout the year. They contribute their skills and expertise to everything from conducting school site visits to reviewing charter school applications and all manner of issues in between. Their experience and perspective strengthens our work as a sponsor. We would also like to acknowledge Chas Kidwell and Kyle Schrodi at Porter, Wright, Morris & Arthur for their advice and counsel.



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FOREWORD

BY KATHRYN MULLEN UPTON, VICE PRESIDENT FOR SPONSORSHIP AND DAYTON INITIATIVES

“Solid progress” sums up our 2016–17 year, on both the policy side of our house and in our sponsorship work. Ohio is nearing the second anniversary of the charter school sector’s landmark reform legislation House Bill 2, a law that ushered in many key changes aimed at the quality of the large but uneven realm of Ohio public education. Perhaps most important was beefing up the state’s regime for evaluating its many charter sponsors.

The impact was swift. Today there are fewer sponsors—and fewer charter schools—than before HB 2. One might not expect us to laud such shrinkage, but some purging is needed if Ohio’s children are to be assured quality as well as quantity in tomorrow’s charter sector. As a result of the 2015–16 evaluation, only five of sixty-five sponsors were rated highly enough to add new schools in 2016–17. Over the past two years, sixteen charters have opened, but forty-nine have closed. Of course we want more in the future, but families opting for charters for their kids need to be able to count on educational excellence, not just seats in a classroom.

We can’t be certain whether sponsors have become more persnickety about the quality of the schools they green light to open or whether the state’s previously bleak (with bright spots, to be sure) charter landscape discouraged new school developers from setting up shop—or adding to their networks—in the Buckeye State.

The sponsor evaluation system isn’t perfect. By overweighting the proficiency of students in a sponsor’s portfolio of schools and underweighting the growth that those students are making, it penalizes both schools and sponsors that work with disadvantaged youngsters. The legislature tried to rectify that situation in its recent session, but unfortunately, the governor vetoed that provision.

What’s the problem with relying on proficiency measures? They matter, of course, but they also correlate with pupil demographics and prior achievement, even as state policy mostly confines charters to the most “challenged districts” in Ohio. Hence it’s no surprise that those

(including Fordham) who sponsor schools mostly in high-poverty areas—because they are the greatest areas of educational need—get hammered every year on the academic portion of the sponsor evaluation, with too little credit given to the fact that some of those same schools are helping their students make tremendous academic growth even while falling short of proficiency.

As for Fordham’s work as a charter school sponsor, much of the progress we saw in 2016–17 was related to expansions of existing schools in our portfolio. Dayton-based DECA Prep opened a new middle school in addition to its elementary campus, which allowed the school to increase the numbers of students served at both locations. We also now sponsor their older sibling, the Dayton Early College Academy high school. In Columbus, we supported KIPP Columbus’s addition of a high school, as well as the August 2017 opening of United Schools Network’s United Preparatory Academy–East. Cincinnati’s Phoenix Community Learning Center also added a high school. And in Cleveland, we now sponsor Citizens Leadership Academy–East, a middle school replication of the high-performing Citizens Leadership Academy, a member of the Breakthrough network of charter schools.



That makes thirteen schools in five Ohio cities serving approximately 4,800 students. As you’ll see in the pages of this report, although we sponsor some schools that are doing very well, we also sponsor a few that are not functioning at the level we expect. So we’re grappling with quality challenges of our own.

In the new school year (2017–18), we expect our measured growth to continue. We are likely to add one or two new schools, but our efforts will focus on expanding the high performers in our network and trying to help the less successful schools boost their performance. We’ll continue to be active on the policy front as well, including implementing HB 2’s many provisions and continuing to seek needed repairs in the state’s sponsor-evaluation system. Too many Ohio children still lack access to schools that will transform their lives, and though we’re making worthwhile progress, there’s still so much that needs to be done.

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WHO WE ARE

OUR MISSION

The Thomas B. Fordham Institute and its affiliated Foundation promote educational excellence for every child in America via quality research, analysis, and commentary, as well as advocacy and exemplary charter school authorizing in Ohio.

WE ADVANCE

- High standards, strong assessments of student learning, and common-sense accountability for schools and children across the achievement spectrum;
- Quality education options and high-quality school-performance information for every family; and
- A student-centered system that provides clear pathways to upward mobility, good citizenship, and successful participation in adult society.

WE PROMOTE EDUCATIONAL IMPROVEMENT BY

- Producing relevant, rigorous policy research and analysis;
- Providing “thought leadership” to policy makers, philanthropists, advocacy groups, and others through timely and persuasive commentary;
- Advocating sound education policies in Ohio related to standards, assessments, school choice, and other promising reforms;
- Serving as a model charter school authorizer and sharing our lessons throughout and beyond Ohio; and
- Incubating new ideas, innovations, organizations, school models, and visionary leaders to advance education excellence.



HISTORY OF THE THOMAS B. FORDHAM FOUNDATION AND INSTITUTE

- 1959 The Thomas B. Fordham Foundation is founded by Thelma Fordham Pruett, in memory of her late husband and Dayton industrialist Thomas B. Fordham.
- 1997 Following Mrs. Pruett's death, the Foundation is relaunched with a focus on primary and secondary education nationally and in the Fordhams' home state of Ohio. The Foundation hires Chester E. Finn, Jr. as its president, and the board of directors expands.
- 1997 The Fordham Foundation releases its first publication, a review of state academic standards in English language arts.
- 2001 Work begins in Dayton, Ohio, where the Foundation helps seed some of the first charter schools in the city.
- 2003 Fordham's Dayton office opens and serves as the base of the Foundation's Ohio operations.
- 2004 The Foundation is among the first nonprofits approved by the Ohio Department of Education to sponsor charter schools in Ohio.
- 2005 The Foundation begins its charter school sponsorship work, based in Dayton, with thirteen schools in four Ohio cities.
- 2007 The Foundation's sister organization, a public charity called the Thomas B. Fordham Institute, is founded. Today, the Institute is the face of almost all of our work.
- 2008 The Fordham Institute publishes its one hundredth report, *Sweating the Small Stuff*.
- 2014 Mike Petrilli becomes Fordham's second president.
- 2017 This year marks our twelfth sponsoring Ohio charter schools. In 2017, we worked with eleven charter schools serving 4,150 students in five Ohio cities: Cincinnati, Cleveland, Columbus, Dayton, and Portsmouth.

LEADERSHIP

The Foundation and Institute and all operations are led by Michael J. Petrilli (president) and overseen by a committed, thoughtful, and experienced board comprising nine trustees.

Stephen D. Dackin

Superintendent of School and Community Partnerships, Columbus State Community College

David P. Driscoll

Former Commissioner of Education, Commonwealth of Massachusetts

Chester E. Finn, Jr.

Distinguished Senior Fellow and President Emeritus, Thomas B. Fordham Institute

Thomas A. Holton, Esq.

Counsel to the Firm, Porter, Wright, Morris & Arthur

Michael W. Kelly

President and CEO, Central Park Credit Bank

Rod Paige

Former U.S. Secretary of Education (2001-05)

Michael J. Petrilli

President, Thomas B. Fordham Foundation and Institute

Stefanie Sanford

Chief of Policy, Advocacy, and Government Relations, College Board

Caprice Young

Chief Executive Officer, Magnolia Public Schools

SENIOR STAFF

Michael J. Petrilli

President

Amber Northern

Senior Vice President for Research

Gary LaBelle

Vice President for Finance and Operations

Chad Aldis

Vice President for Ohio Policy and Advocacy

Kathryn Mullen Upton

Vice President for Sponsorship and Dayton Initiatives

SPONSORSHIP STAFF

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Sponsorship Finance Manager

Gwen Muhammad

Data Analyst

Marwa Berri, MPA

Sponsorship Associate

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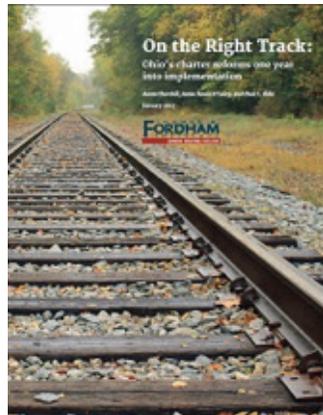
WHAT WE DO

RESEARCH AND COMMENTARY

Our Washington and Columbus offices produce quality research, analysis, and commentary on national and Ohio education reform that is rigorous, impactful, and accessible. A sample of our work in 2016–17 is included below.

ON THE RIGHT TRACK: OHIO'S CHARTER REFORMS ONE YEAR INTO IMPLEMENTATION JANUARY 2017

Ohio House Bill 2 (HB 2) was signed into law on November 1, 2015. It was a landmark piece of legislation that significantly altered the framework governing the state's charter schools. The comprehensive legislation sought to right a sector that has struggled since Ohio's first charter schools opened in 1998, while also protecting the very school-level autonomy that is essential to the charter model.

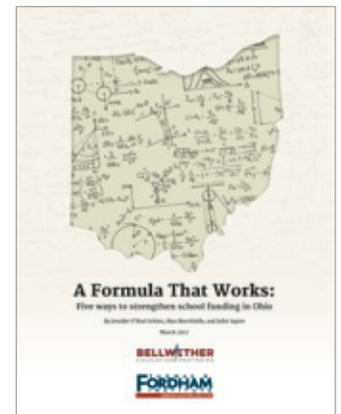


HB 2 aimed to reverse years of poor oversight and to put Ohio's charter schools on the road to redemption through tougher oversight of sponsors, the entities that hold charter schools accountable (also commonly known as "authorizers"); strengthening of charter governing boards, the bodies that oversee school operations and management; and requiring greater transparency from charter operators.

Now that more than a year has passed, we take a first close look and how these charter reforms are being implemented—with vigor and care or with neglect? Are there any early indications that the reforms are improving sector performance? Alternatively, are any unintended consequences becoming clear?

A FORMULA THAT WORKS: FIVE WAYS TO STRENGTHEN SCHOOL FUNDING IN OHIO MARCH 2017

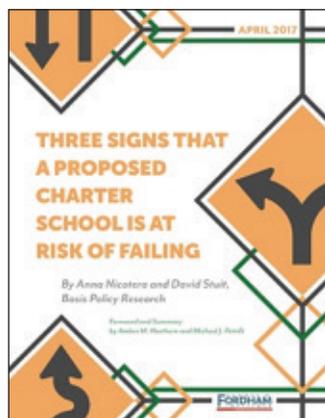
Ohio's current approach to school funding (K–12) has several strengths, including its ability to drive more state aid to disadvantaged districts and to add dollars for students with greater educational needs. But in a time when Ohio's budget—like that of many other states—is stretched thin, policy makers need to ensure that every dollar is being well spent. As state lawmakers debate Ohio's biennial budget, thoughtful analysis is more important than ever.



A Formula That Works, our latest research report, takes a deep dive into Ohio's education funding policies and includes several recommendations for improvement. Conducted by national education policy experts at Bellwether Education Partners, this analysis touches on such questions as the following: How well does Ohio's funding system promote fairness and efficiency to all schools and districts? How can policy makers better ensure that all students have the resources needed to reach their goals? And what are the most critical policy issues on which legislators should concentrate as the budget debate proceeds this spring?

THREE SIGNS THAT A PROPOSED CHARTER SCHOOL IS AT RISK OF FAILING APRIL 2017

It's well established that some charter schools do far better than others at educating their students. This variability has profound implications for the children who attend those schools. Yet painful experience shows that rebooting or closing a low-performing school is a drawn-out and excruciating process.



But what if we could predict which schools are likely *not* to succeed—before they've even opened their doors? Doing so would mean that authorizers could select stronger schools to open, thereby protecting children and ultimately leading to a higher-performing charter sector overall.

In *Three Signs That a Proposed Charter School Is at Risk of Failing*, analysts Anna Nicotera and David Stuit investigated that very question, examining more than six hundred charter school applications across four states. They found three “risk factors” in approved applications that were significant predictors of a school’s future weak performance in its first years of operation:

1. Lack of identified leadership: Charter applications that propose a self-managed school without naming a school leader.
2. High risk, low dose: Charter applications that propose to serve at-risk pupils but plan to employ “low-dose” academic programs that do not include sufficient academic supports, such as intensive small-group instruction or extensive individual tutoring.

3. A child-centered curriculum: Charter applications that propose to deploy child-centered, inquiry-based pedagogies, such as Montessori, Waldorf, Paideia, or experiential programs.

Further, when an application displayed two or more of these risk factors, the likelihood of low performance rose to 80 percent.

The study also found that the following indicators, among others, made it more likely that an application would be rejected entirely:

- A lack of evidence that the school will start with a sound financial foundation
- No description of how the school will use data to evaluate educators or inform instruction
- No discussion of how the school will create and sustain a culture of high expectations
- No plans to hire a management organization to run the school

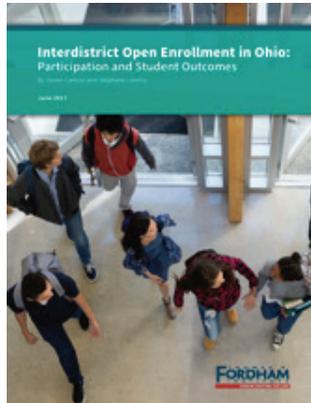
The appearance of these risk and rejection factors should lead to considerably deeper inquiry, heightened due diligence, and perhaps a requirement for additional information. These results are meant to enhance an authorizer’s existing review procedures—not to discourage innovation and experimentation within the charter realm going forward.

Deciding whether to give the green light to a new charter school is a weighty decision. This report gives authorizers, operators, and advocates one more tool in their toolkit.

INTERDISTRICT OPEN ENROLLMENT IN OHIO: PARTICIPATION AND STUDENT OUTCOMES

JUNE 2017

Interdistrict open enrollment allows students to attend public schools outside their district of residence. It is among the largest and most widespread of school-choice efforts in the United States but often flies under the radar in policy discussions. In Ohio, over 70,000 students open enroll into schools outside their district of residence. However, despite the large scale, relatively little is known about the operation of open enrollment and the outcomes of students who participate in it.



This first-of-its-kind analysis, conducted by Ohio State University professor Stéphane Lavertu and Deven Carlson of the University of Oklahoma, uses statewide data to examine who uses open enrollment and how open enrollees perform academically.

The report yields the following findings:

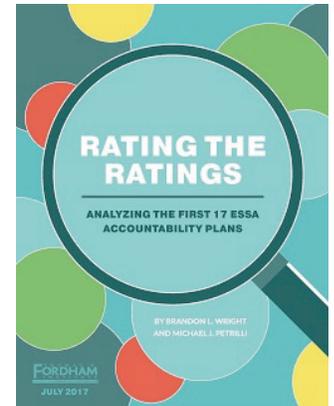
1. Consistent open enrollment is associated with modest but positive test-score gains
2. African American open enrollees appear to make substantial gains
3. Open enrollment throughout high school boosts the probability of on-time graduation

These are invaluable new data for a little-understood but heavily utilized program. We urge you to [download the report](#) to learn more about what works for open enrollees across Ohio.

RATING THE RATINGS: ANALYZING THE FIRST 17 ESSA ACCOUNTABILITY PLANS

JUNE 2017

The Every Student Succeeds Act (ESSA) grants states more authority over their school accountability systems than did No Child Left Behind (NCLB)—meaning that states now have a greater opportunity to design improved school ratings. *Rating the Ratings: Analyzing the First 17 ESSA Accountability Plans* examines whether states are making the most of the moment.



In our view, three of the most important improvements that states can make are to ensure that their accountability systems:

1. Assign annual ratings to schools that are clear and intuitive for parents, educators, and the public;
2. Encourage schools to focus on all students, not just their low performers; and
3. Fairly measure and judge all schools, including those with high rates of poverty.

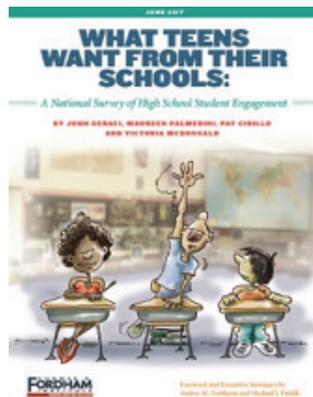
Although many national observers have been worried about their rigor and quality—and, to be clear, we see some plans in need of improvement—we find that, for the most part, states are moving in a positive direction under ESSA. In fact, in our view, seven states have proposed ratings systems that range from good to great.

For each of the three objectives, states can earn grades of strong, medium, or weak. Three states—Arizona, Colorado, and Illinois—earn strong ratings across the board. Four others—Connecticut, the District of Columbia, Tennessee, and Vermont—receive two strong marks and one medium. Only one state, North Dakota, misses the mark entirely, earning three weak ratings.

WHAT TEENS WANT FROM THEIR SCHOOLS: A NATIONAL SURVEY OF HIGH SCHOOL STUDENT ENGAGEMENT

JUNE 2017

Among high school students who consider dropping out, half cite lack of engagement with the school as a primary reason, and 42 percent report that they don't see value in the schoolwork they are asked to do. In *What Teens Want from Their Schools: A National Survey of High School Student Engagement*, the Thomas B. Fordham Institute and Crux Research tackle the question of what truly motivates and engages students in high school.



Our nationally representative survey of over two thousand high schoolers in traditional public, charter, and private schools finds that nearly all students report being motivated to apply themselves academically, but they also primarily engage in school through different levers. Specifically, we identified six subgroups of students with varying engagement profiles.

We've heard it a million times: a “one-size-fits-all” education system all but guarantees that some students will be left out and, ultimately, left behind. Given that students are motivated to learn via different levers, student engagement and choice—among schools, teachers, courses, delivery options, instructional strategies, and so on—need to go hand in hand.

CHARTER SCHOOL SPONSORSHIP

In 2016–17, we were responsible for the oversight of eleven schools, serving approximately 4,100 Ohio students in five cities statewide.

Commitment and capacity

- We employ five full-time staff dedicated to sponsorship.
- Our staff experience includes law, finance, facilities, education, nonprofit management, business management, data management, and compliance.
- We capitalize on expertise from within our larger organization (for example, data analysis, policy analysis, and research).
- Our sponsorship operation has a dedicated budget, which in 2016–17 was approximately \$603,000 in actual revenues and \$636,000 in actual expenses.
- The fee that we charge for sponsorship is based on a sliding scale, ranging from no more than 2 percent and all the way down to 1.5 percent of state support, and is tied to school enrollment. Essentially, the bigger the enrollment beyond 300 students, the larger the savings in sponsorship fees for the school.

Application process and decision making

- Our application for new schools is available online and is modeled on applications used by NACSA.
- We offer an expedited application process for experienced, high-quality schools that meet certain criteria.
- All applications are reviewed by teams of internal and external evaluators, each of whom brings different expertise to the group.

Performance contracting

- All of our contracts with schools are available online at <https://edexcellence.net/fordham-sponsored-schools>.
- Each school contract contains an accountability plan that addresses academic, financial, operations, and governance outcomes. Our standard accountability plan is included in the appendix of this report.

Ongoing oversight and evaluation

- We manage our monitoring via our online compliance system, Epicenter.
- We conduct at least three formal site visits at each school each year and attend most regular board meetings at every school.
- Finances are monitored monthly, and school treasurers and board representatives are issued reports from the monthly treasurer-sponsor meetings that cover enrollment, revenues, and expenses, including variances from the annual budget. Overall capital liquidity, cash flow, and cash reserves are also consistently reviewed at the school level.

Revocation and renewal decision making

- Contract-renewal decisions are based on a school's performance in the context of each school's accountability plan. The length of renewal terms may vary by school.
- Where schools close, we employ our school-closure protocol, with the goal of ensuring a smooth transition for students and families.



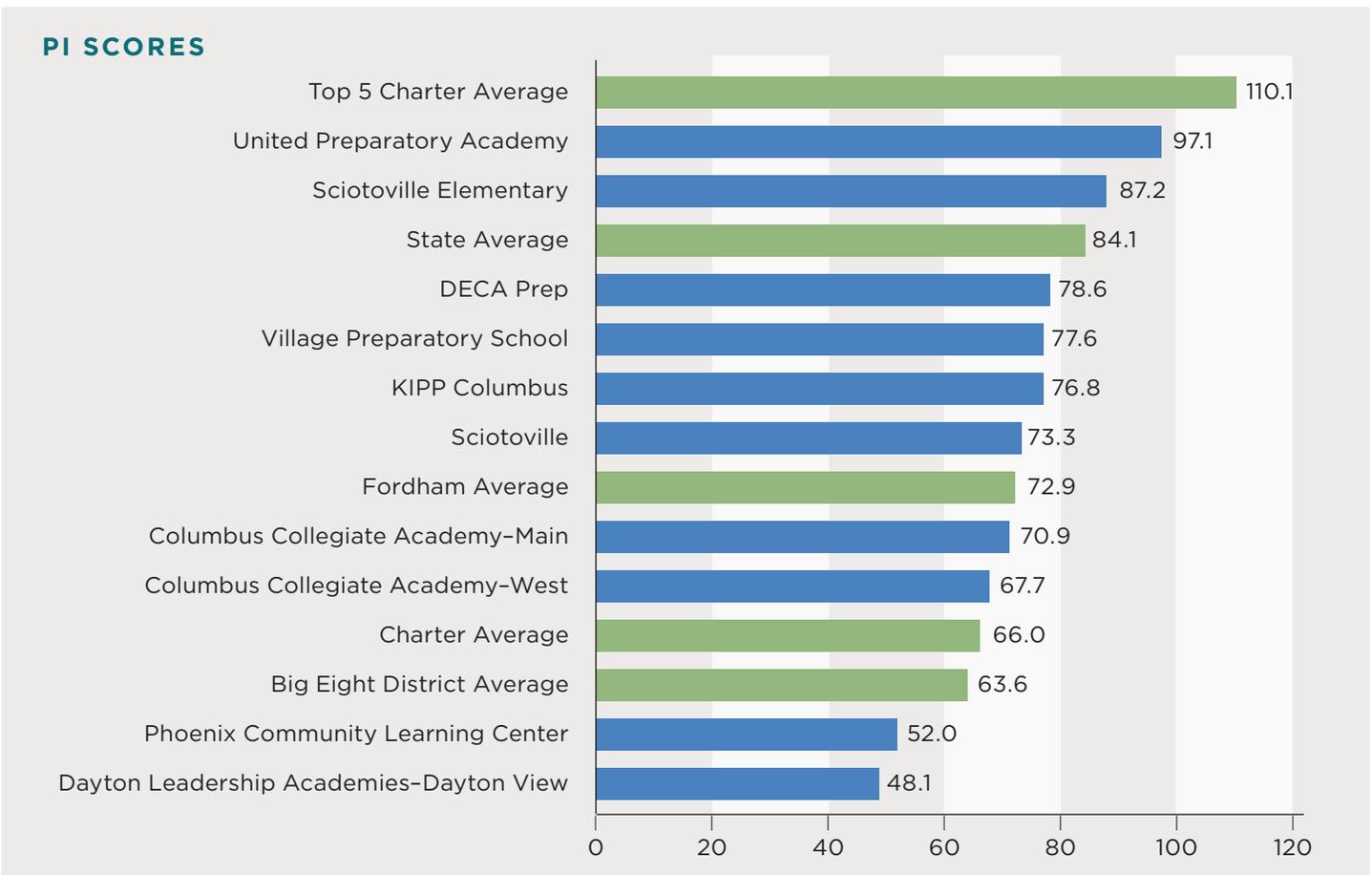
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PORTFOLIO PERFORMANCE

SCHOOL PERFORMANCE ON STATE TESTS

The 2016-17 school year represented the second consecutive year that Ohio used the American Institutes for Research (AIR) test. Chart I represents the Fordham-sponsored schools ranked by performance index (PI), a measure of proficiency;¹ Chart II shows value-added (growth) data.²

Chart I: Fordham's charter schools ranked by performance-index scores, 2016-17



On Ohio's PI measure, eight of eleven Fordham-sponsored schools scored above the Big Eight district average and charter average. Six schools scored above the Fordham average, while two—Phoenix Community Learning Center and Dayton Leadership Academies-Dayton View Campus—scored below the Fordham average, charter average, and Big Eight district average.

Chart II: Fordham’s charter schools ranked by value-added index scores, 2016–17

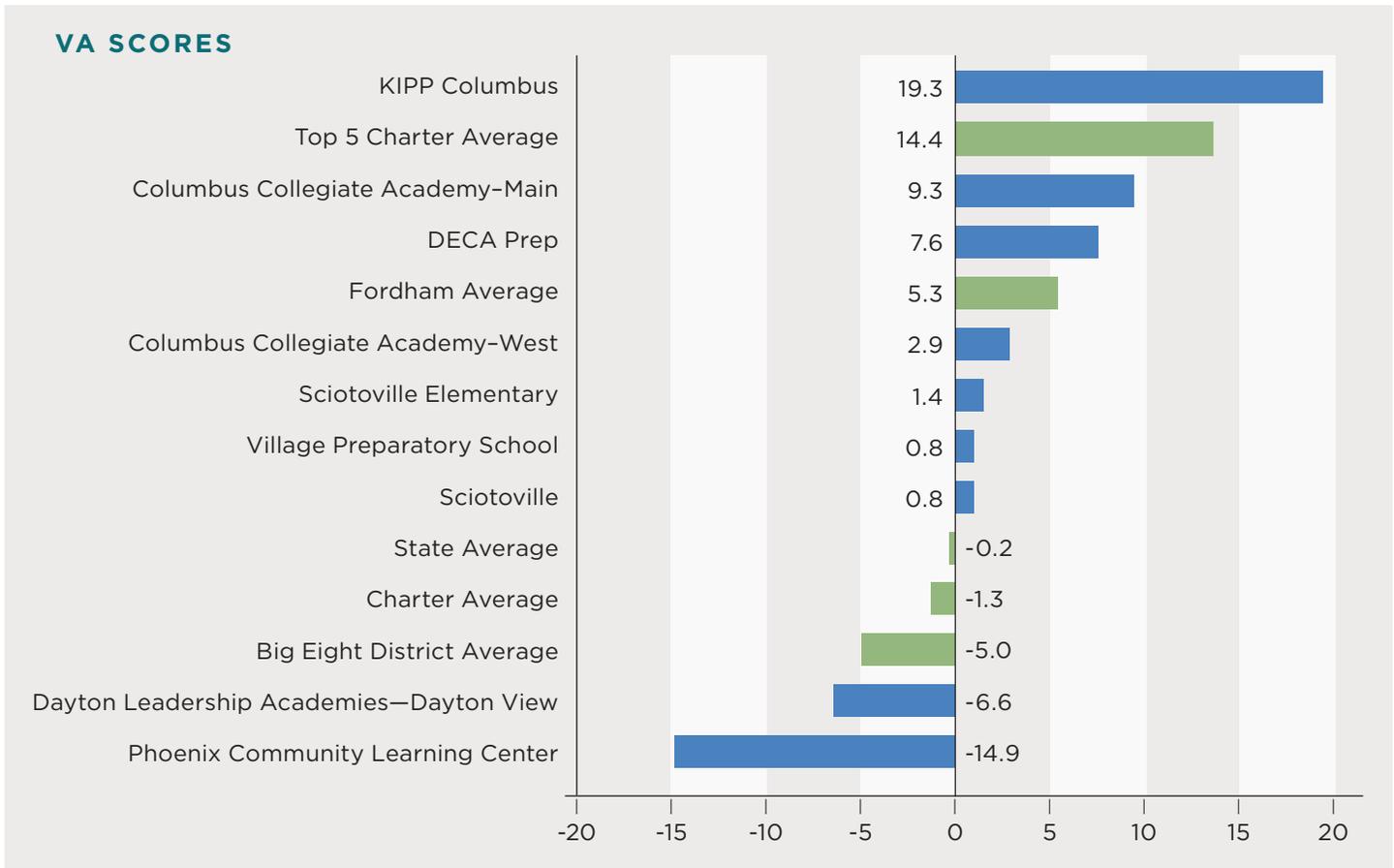


Chart II shows one school, KIPP Columbus, with tremendous student growth outcomes. KIPP Columbus outperformed the Top Five charter average, Fordham average, state average, Big Eight district average, and charter average. In addition, DECA Prep and Columbus Collegiate Academy outperformed the Fordham average, while Sciotoville Community School, Village Preparatory School :: Woodland Hills Campus, and Columbus Collegiate Academy–West outperformed the State average, charter average and Big Eight district average. Two schools, the Phoenix Community Learning Center and Dayton Leadership Academies–Dayton View Campus, performed below the Big Eight district average on the state’s value-added measure.

SCHOOL PERFORMANCE-SPONSORSHIP ACCOUNTABILITY PLAN WITH FORDHAM

Schools performance against the contractual outcomes contained in the school’s academic and organizational accountability plan with the Thomas B. Fordham Foundation is set forth below in Table I. All Fordham-sponsored schools are accountable for academic, financial, governance, and operations indicators. There are four categories of school performance on these indicators:

- (1) exceeds the standard,
- (2) meets the standard,
- (3) does not meet the standard, and
- (4) falls far below the standard.

We include our standard plan, with full detail, in the appendix for reference.

Table I: School performance on contractual measures, 2016-17³

	Columbus Collegiate Academy -Main rating	Columbus Collegiate Academy -West rating	Dayton Leadership Academies -Dayton View Campus rating	Dayton Leadership Academies- Early Learning Academy rating ⁴	Dayton Early College Academy Prep rating	KIPP Columbus rating	Phoenix Community Learning Center rating	Sciotoville Community School rating	Sciotoville Elementary Academy rating	United Preparatory Academy rating	Village Preparatory School:: Woodland Hills rating
PRIMARY ACADEMIC INDICATORS											
Performance index (PI)	FFB	FFB	FFB		FFB	FFB	FFB	FFB	DNM	M	FFB
Value added (VA)	E	M	FFB		E	E	FFB	M	M		M
Graduation rate (four year)								FFB			
Graduation rate (five year)								M			
K-3 literacy improvement			DNM	DNM	DNM	E	FFB		M	E	M
Performance v. local market (PI)	DNM	DNM	FFB		E	E	FFB	FFB	E	E	E
Performance v. local market (VA)	E	E	FFB		E	E	FFB	FFB	M		E
Performance v. state-wide charters (PI)	M	DNM	FFB		E	E	FFB	M	E	E	E
Performance v. state-wide charters (VA)	E	E	FFB		E	E	FFB	M	M		M
Reading progress				FFB							
Math progress				FFB							

	Columbus Collegiate Academy -Main rating	Columbus Collegiate Academy -West rating	Dayton Leadership Academies -Dayton View Campus rating	Dayton Leadership Academies- Early Learning Academy rating	Dayton Early College Academy Prep rating	KIPP Columbus rating	Phoenix Community Learning Center rating	Sciotoville Community School rating	Sciotoville Elementary Academy rating	United Preparatory Academy rating	Village Preparatory School:: Woodland Hills rating
SECONDARY ACADEMIC INDICATORS											
Value added: Overall	E	E	FFB		E	E	FFB	DNM	M		DNM
Performance index: Overall	FFB	FFB	FFB		FFB	FFB	FFB	FFB	DNM	M	FFB
Value added: Gifted											
Value added: Disabilities	M	FFB	FFB		FFB	E	FFB	M	DNM		DNM
Value added Lowest 20%	E	E	FFB		E	E	FFB	E	M		DNM
Value added: High school											
AMOs	FFB	FFB	FFB		FFB	FFB	FFB	FFB	FFB	E	FFB
Dual-enrollment credits								3%			
Industry credentials								5%			
Honors diplomas awarded								11%			
AP participation rate								25%			
AP score								0%			
IB participation rate								0%			
IB score								0%			
Regularly administers internal growth assessment	M	M	M	M	M	M	M	M	M	M	M
Met majority of internal goals	M	M	M	M	M	M	M	M	M	M	M

	Columbus Collegiate Academy -Main rating	Columbus Collegiate Academy -West rating	Dayton Leadership Academies -Dayton View Campus rating	Dayton Leadership Academies- Early Learning Academy rating	Dayton Early College Academy Prep rating	KIPP Columbus rating	Phoenix Community Learning Center rating	Sciotoville Community School rating	Sciotoville Elementary Academy rating	United Preparatory Academy rating	Village Preparatory School:: Woodland Hills rating
FINANCIAL MEASURES OF SUCCESS (CURRENT YEAR)											
Ratio of assets to liabilities	E	E	E	E	E	E	E	E	E	E	E
Days cash	E	E	E	E	M	E	E	DNM	E	M	M
Enrollment variance	E	E	E	DNM	E	E	E	M	E	E	E
FINANCIAL MEASURES OF SUCCESS (PRIOR YEARS)											
Multiyear ration of assets to liabilities	E	E	Audit pending	Audit pending	Audit pending	E	E	E	E	E	E
Cash flow	E	E	Audit pending	Audit pending	Audit pending	M	M	M	M	M	M
Total margin and aggregated three-year total margin	E	DNM	Audit pending	Audit pending	Audit pending	DNM	E	DNM	E	DNM	DNM
OPERATIONS/GOVERNANCE PRIMARY INDICATORS											
Records compliance	E	E	E	E	E	E	E	E	E	E	E
On-time records submission rate	E	E	E	E	M	E	E	E	E	E	E
Financial records submitted monthly	E	E	E	E	E	E	E	E	E	E	E
Annual audit	E	E	DNM	E	E	E	E	E	E	M	M
LEA special-education performance determination (most recent annual)	E	E	M	M	E	E	E	E	E	E	E

■ (1) exceeds the standard,
 ■ (3) does not meet the standard, and

■ (2) meets the standard,
 ■ (4) falls far below the standard.

	Columbus Collegiate Academy -Main rating	Columbus Collegiate Academy -West rating	Dayton Leadership Academies -Dayton View Campus rating	Dayton Leadership Academies- Early Learning Academy rating	Dayton Early College Academy Prep rating	KIPP Columbus rating	Phoenix Community Learning Center rating	Sciotoville Community School rating	Sciotoville Elementary Academy rating	United Preparatory Academy rating	Village Preparatory School:: Woodland Hills rating
OPERATIONS/GOVERNANCE SECONDARY INDICATORS											
Five-year forecasts submitted by deadline	M	M	M	M	M	M	M	M	M	M	M
Preopening assurances documentation	M	M	M	M	M	M	M	M	M	M	M
Annual report	M	M	M	M	DNM	M	M	M	M	E	M
Safety plan and blueprint submitted to OAG (last three years)	M	M	M	M	M	M	M	M	M	M	M
Family survey results	E	E	E	E	E	M	M	FFB	M	E	M

Although only one of the eleven schools that we sponsor met the standard for our primary PI indicator, five of the eleven schools that we sponsored in 2016-17 exceeded the standard for performance versus the local market on the PI measure, and seven of the eleven schools met or exceeded the standard for performance versus charters statewide.

Our portfolio fared better on value added (Ohio’s student growth measure). Seven of eleven schools met or exceeded the standard on our primary value-added indicator, while five met or exceeded the standard (outperforming their local market) and seven met or exceeded the standard (outperforming charters statewide).

Most schools in our portfolio meet a majority of nonacademic (that is, financial and operations/governance) indicators.

NEWS FROM SCHOOLS

A summary of noteworthy items from our schools (by city) follows.

Columbus Collegiate Academy–Main will celebrate its tenth anniversary in October 2017. Founded in 2008, the organization has grown to four schools: Columbus Collegiate Academy–Main (grades 6–8), Columbus Collegiate Academy–West (grades 6–8), United Preparatory Academy (grades K–4), and United Preparatory Academy–East (Kindergarten and will add one grade per year through grade four), which opened in August 2017. A separate charter management organization, United Schools Network (USN), was created in 2007 to manage school operations. USN recently launched a School Performance Institute, which seeks to share the network’s best practices with schools in Ohio and nationally. Also located in Columbus, **KIPP Columbus** added tenth grade to its high school and celebrated the opening of its high school building and a \$3 million dollar environmental center opened on the campus, funded by Battelle. The school has 1,200 students enrolled and approximately 1,700 on its wait list.

In Dayton, **DECA Prep’s** elementary campus completed a major facilities renovation that will improve safety and security at the school. The new space also supports parent and family involvement initiatives. A new principal, Aileen Ernst, will lead DECA Prep starting this school year, and the school opened the new Dr. Judy Hennessey Parent Center.

DECA Middle opened a new annex, which is used for support services, career services, and peer mentoring. The DECA Middle Campus more than doubled their proficiency rate in math and language arts in the fifth and sixth grades and from the previous year. We are also pleased to announce that as of July 1, 2017, we are the sponsor of the organization’s original DECA high school, the **Dayton Early College Academy** (grades 9–12).

The **Phoenix Community Learning Center**, located in Cincinnati, continues to expand its charter to include high school, along with its existing K–8 program. Phoenix added ninth grade in 2016–17 and adds tenth grade this year. In 2016–17, the school also enrolled approximately seventy-two new students from a failing area charter. As set forth in the tables and charts above, the expansion and additional enrollment may have adversely impacted Phoenix’s usually solid assessment outcomes. Student achievement is a primary area of focus for the board and leadership this year.

In Portsmouth, **Sciotoville Elementary Academy** and **Sciotoville Community School** were among the first charters in Ohio to exercise a new option for charter schools to merge under Ohio law. The school remains two campuses (K–5 at the elementary and 6–12 at the high school) but is now a single charter under the name Sciotoville Community School. There are several benefits to this arrangement for the schools—in particular, greater efficiency of operations and, ultimately, cost savings. Additionally, James Mahlmeister, 2016 Ohio Council for Teachers of Mathematics South District Outstanding Middle School Teacher awardee, has taken over the role of principal serving grades six through twelve.

In Cleveland, **Village Preparatory School :: Woodland Hills Campus** enters the third year of its turnaround effort. Staff retention and building culture trends are positive, and school and network leadership continue to focus on improving student outcomes. Toward that end, the school scored 78 percent on its PI (up from 65 percent in 2015–16); increased gap-closing outcomes (52 percent in 2016–17 versus 45 percent in 2015–16); and improved

K-3 literacy outcomes (43 percent in 2016-17 versus 23 percent in 2015-16). We are also pleased to announce that we will sponsor another school in the Breakthrough charter network, **Citizens Leadership Academy-East**, starting this year. Citizens Leadership Academy-East is a replication of Citizens Leadership Academy, a high-performing middle school in the city. The school utilizes Expeditionary Learning as a central part of its design, and we are grateful to support the efforts of the board and leadership to launch what promises to be another high-performing Citizens school.

SCHOOL PERFORMANCE-OHIO DEPARTMENT OF EDUCATION SPONSOR-REPORTING REQUIREMENTS

The Ohio Department of Education (ODE) requires that all sponsors monitor and publicly report on the academic performance, fiscal performance, organization and operation, and legal compliance components of each school.⁶

Table II details school performance on the ODE’s sponsor-reporting measures.

Table II: Ohio Department of Education school-monitoring summary

	Academic performance ⁷	Fiscal performance ⁸	Legal compliance ⁹	Organization and operation ¹⁰
Columbus Collegiate Academy-Main	M	E	M	E
Columbus Collegiate Academy-West	M	M	M	E
Dayton Leadership Academies-Dayton View	DNM	Audit pending ¹¹	M	M
Dayton Leadership Academies-Early Learning Academy	DNM	Audit pending	M	M
DECA PREP	M	Audit pending	M	M
KIPP: Columbus	M	M	M	E
Phoenix Community Learning Center	DNM	E	M	E
Sciotoville Community School	M	M	M	M
Sciotoville Elementary Academy	M	E	M	E
United Preparatory Academy	E	M	M	E
Village Preparatory School :: Woodland Hills Campus	M	M	M	E

■ (1) exceeds the standard,
 ■ (3) does not meet the standard, and

■ (2) meets the standard,
 ■ (4) falls far below the standard.

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DIRECTORY OF SCHOOLS

THIS SECTION CONTAINS A LIST OF ALL THE FORDHAM-SPONSORED SCHOOLS, AS OF JULY 1, 2017.



CITIZENS LEADERSHIP ACADEMY – EAST

Address: 12523 Woodside Avenue, Cleveland, OH 44108

IRN: 016843

Year opened: 2017

Status: Open

Mission: To prepare their middle school scholars to lead in academics and in service and civic engagement in high school, college, and beyond.

Grades served: 6

Enrollment: 58

Demographics: Eighty-one percent economically disadvantaged (ED), 98 percent black/non-Hispanic, 16 percent students with disabilities

Website: <http://cla-east.org>

Management organization: Breakthrough Schools (nonprofit)



COLUMBUS COLLEGIATE ACADEMY – MAIN

Address: 1469 E. Main Street, Columbus, OH 43205

IRN: 009122

Year opened: 2008

Status: Open

Mission: Transforming lives and our communities through the power of education.

Grades served: 6–8

Enrollment: 220

Demographics: One hundred percent ED, 79 percent black/non-Hispanic, 33 percent Hispanic, 17 percent students with disabilities, 16 percent limited English proficient

Website: <http://unitedschoolsnetwork.org/maincampus.php>

Management organization: United Schools Network (nonprofit)



COLUMBUS COLLEGIATE ACADEMY – WEST

Address: 300 Dana Avenue, Columbus, OH 43233

IRN: 012951

Year opened: 2012

Status: Open

Mission: Transforming lives and our communities through the power of education.

Grades served: 6–8

Enrollment: 211

Demographics: One hundred percent ED, 37 percent black/non-Hispanic, 10 percent Hispanic, 11 percent multiracial, 40 percent white/non-Hispanic, 16 percent students with disabilities, 9 percent limited English proficient

Website: <http://unitedschoolsnetwork.org/danacampus.php>

Management organization: United Schools Network (nonprofit)



DAYTON LEADERSHIP ACADEMIES—DAYTON VIEW CAMPUS

Address: 1416 W. Riverview Avenue, Dayton, OH 45407

IRN: 133454

Year opened: 2000

Status: Open

Mission: To challenge and nurture each child to perform at his or her highest ability in a school culture of pride and excellence.

Grades served: 3–8

Enrollment: 223

Demographics: One hundred percent ED, 97 percent black/non-Hispanic, 25 percent students with disabilities

Website: <http://www.daytonleadershipacademies.com>

Management organization: None



DAYTON LEADERSHIP ACADEMIES—EARLY LEARNING ACADEMY

Address: 1416 W. Riverview Avenue, Dayton, OH 45407

IRN: 133959

Year opened: 1999

Status: Open

Mission: To challenge and nurture each child to perform at his or her highest ability in a school culture of pride and excellence.

Grades served: K–2

Enrollment: 144

Demographics: One hundred percent ED, 93 percent black/non-Hispanic, 15 percent students with disabilities

Website: <http://www.daytonleadershipacademies.com>

Management organization: None



DAYTON EARLY COLLEGE ACADEMY (DECA)

Address: 1529 Brown Street, Dayton, OH 45409

IRN: 009283

Year opened: 2007

Status: Open

Mission: The Dayton Early College Academy (DECA) prepares future college students today to become the future leaders of our community tomorrow.

Grades served: 9–12

Enrollment: 286

Demographics: Sixty-nine percent ED, 89 percent black/non-Hispanic, 7 percent white/non-hispanic, 4 percent students with disabilities

Website: <http://www.daytonearlycollege.org>

Management organization: None



DECA PREP

Address: 200 Homewood Avenue, Dayton, OH 45405 (grades K-4);
110 N. Patterson Boulevard, Dayton, OH 45402 (grades 5-8)

IRN: 012924 **Year opened:** 2012 **Status:** Open

Mission: To immerse prospective first-generation college students in a personalized, rigorous elementary curriculum to assure they will succeed in high school and college.

Grades served: K-8 **Enrollment:** 825

Demographics: Seventy-nine percent ED, 95 percent black/non-Hispanic, 2 percent Hispanic, 3 percent white/non-Hispanic, 7 percent students with disabilities

Website: <http://www.decaprep.org>

Management organization: None



KIPP COLUMBUS

Address: 2800 Inspire Drive, Columbus, OH 43224 (primary and early learning center); 2900 Inspire Drive (elementary and middle schools); 2980 Inspire Drive (high school); 2950 Inspire Drive (environmental center)

IRN: 009997 **Year opened:** 2008 **Status:** Open

Mission: KIPP Columbus will create a system of schools where students develop the intellectual, academic, and social skills needed to understand and take action on issues they encounter in everyday life. By establishing a rigorous, safe, and personalized learning environment, KIPP Columbus will foster a culture of responsibility and service and empower all students to become active and engaged citizens.

Grades served: K-10 **Enrollment:** 1,055

Demographics: One hundred percent ED, 89 percent black/non-Hispanic, 3 percent Hispanic, 5 percent multiracial, 3 percent white/non-Hispanic, 12 percent students with disabilities, 5 percent limited English proficient

Website: <http://kippcolumbus.org>

Management organization: None



PHOENIX COMMUNITY LEARNING CENTER

Address: 3595 Washington Avenue, Cincinnati, OH 45229

IRN: 133504

Year opened: 2001

Status: Open

Mission: To be an inclusive school dedicated to increased learning and achievement of all students, with a focus on developing higher-order thinking skills.

Grades served: K-10

Enrollment: 474

Demographics: Ninety-nine percent ED, 100 percent black/non-Hispanic, 11 percent students with disabilities

Website: <http://www.phoenixclc.org>

Management organization: None



SCIOTOVILLE COMMUNITY SCHOOL

Address: 224 Marshall Avenue, Portsmouth, OH 45662 (grades 6-12);
5540 Third Street, Portsmouth, OH 45662 (grades K-5)

IRN: 143644

Year opened: 2001

Status: Open

Mission: Together, we will learn as much as we can each day to be responsible, respectful, and successful in our personal, social, and academic skills.

Grades served: K-12

Enrollment: 405

Demographics: One hundred percent ED, 91 percent white/non-Hispanic, 3 percent multiracial, 18 percent students with disabilities

Website: <http://www.east.k12.oh.us> (grades 6-12);
<http://www.sea.k12.oh.us> (grades K-5)

Management organization: None



UNITED PREPARATORY ACADEMY

Address: 300 S. Dana Avenue, Columbus, OH 43233

IRN: 014467

Year opened: 2014

Status: Open

Mission: Transforming lives and our communities through the power of education.

Grades served: K-4

Enrollment: 182

Demographics: One hundred percent ED, 55 percent black/non-Hispanic, 17 percent multiracial, 20 percent white/non-Hispanic, 6 percent students with disabilities

Website: <http://unitedschoolsnetwork.org/uprep.php>

Management organization: United Schools Network (nonprofit)



UNITED PREPARATORY ACADEMY-EAST

Address: 1469 E. Main Street, Columbus, OH 43205

IRN: 016858

Year opened: 2017

Status: Open

Mission: Transforming lives and our communities through the power of education.

Grades served: Kindergarten

Enrollment: 47

Demographics: One hundred percent ED, 75 percent black/non-Hispanic, 9 percent Hispanic, 9 percent multiracial, 6 percent white/non-Hispanic

Website: <http://unitedschoolsnetwork.org/uprep-main.php>

Management organization: United Schools Network (nonprofit)



VILLAGE PREPARATORY SCHOOL :: WOODLAND HILLS CAMPUS

Address: 9201 Crane Avenue, Cleveland, OH 44105

IRN: 013034

Year opened: 2012

Mission: To provide a premier educational experience and emphasize individual educational growth resulting in above-proficient test scores, graduation, and acceptance to a high-performing, college-prep middle school. This will take place in a technologically advanced, safe, and disciplined environment.

Grades served: K-4

Enrollment: 418

Demographics: One hundred percent ED, 97 percent black/non-Hispanic, 12 percent students with disabilities

Website: <http://www.theprepschools.org>

Management organization: Breakthrough Schools (nonprofit)

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APPENDIX: ACADEMIC AND ORGANIZATIONAL ACCOUNTABILITY PLANS

We utilize two academic and organizational accountability plans, one for schools with grades K-4 or higher and one for the Dayton Leadership Academies–Early Learning Academy, which serves grades Kindergarten through second only.

EXHIBIT 4: ACADEMIC AND ORGANIZATIONAL ACCOUNTABILITY PLAN (K-12)

Pursuant to Article III of this Contract, the Academic and Organizational Accountability Plan constitutes the agreed-upon academic, financial, and organizational and governance requirements (“Requirements”) that the GOVERNING AUTHORITY and SPONSOR will use to evaluate the performance of the Community School during the term of this contract. Each of these Requirements may be considered by the SPONSOR to gauge success throughout the term of this contract.

To be considered for contract renewal, the GOVERNING AUTHORITY is expected to have “achieved” the standard as specified herein, which is the SPONSOR’s minimum expectation for the School, in all primary academic indicators, all financial indicators, and all primary operations/governance indicators. Secondary indicators (for both academics and operations/governance) will be considered as well, but primary indicators will factor more heavily into decisions about renewal or nonrenewal, as well as about probation, suspension, and termination. An inability to achieve minor elements of the standards may not prevent consideration of contract renewal, based on the totality of the circumstances, which will be subject to SPONSOR’s sole and complete discretion.

Primary academic indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Performance index (PI) ¹²	90% or higher	80%-89%	70%-79%	69% and below
Value added ¹³	+4.00 and above	0 to 3.9	-0.99 to -3.9	-4.0 and below
Graduation rate (4 years)	93%-100%	84%-92%	79%-83%	Below 79%
Graduation rate (5 years)	95%-100%	85%-94%	80%-84%	80% and below
K-3 literacy improvement	B or better	C	D	F
Performance versus local market: ¹⁴ PI	Ranked in top 20th percentile in PI score	Ranked in 70th-79th percentile in PI score	Ranked in 50th-69th percentile in PI score	Ranked in bottom 49th percentile in PI score
Performance versus local market: VA	Ranked in top 20th percentile in VAM score	Ranked in 70th-79th percentile in VAM score	Ranked in 50th-69th percentile in VAM score	Ranked in bottom 49th percentile in VAM score
Performance versus statewide charters: PI	Ranked in top 20th percentile in PI score	Ranked in 70th-79th percentile in PI score	Ranked in 50th-69th percentile in PI score	Ranked in bottom 49th percentile in PI score
Performance versus statewide charters: VA	Ranked in top 20th percentile in VAM score	Ranked in 70th-79th percentile in VAM score	Ranked in 50th-69th percentile in VAM score	Ranked in bottom 49th percentile in VAM score

Secondary academic indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Value added: Overall grade	A	B or above	C or below	D or below in VA and PI = Probation
PI: Overall grade	A	B or above	C or below	D or below in VA and PI = Probation
Value added: Gifted	A	B or above	C or below	
Value added: Disabilities	A	B or above	C or below	
Value added: Lowest 20%	A	B or above	C or below	
Value added: High school	A	B or above	C or below	
AMOs (gap closing)	A	B or above	C or below	
College admission test participation rate	A	B or above	C or below	
College admission test nonremediation score	A	B or above	C or below	
Dual-enrollment credits	A	B or above	C or below	
Industry credentials	A	B or above	C or below	
Honors diplomas awarded	A	B or above	C or below	
AP participation rate	A	B or above	C or below	
AP score	A	B or above	C or below	
IB participation rate	A	B or above	C or below	
IB score	A	B or above	C or below	
College-/career-readiness assessment	A	B or above	C or below	
School regularly administers internal growth assessment		Yes	No	
School met a majority of its internal goals (section A.7 of this contract)		Yes	No	

Financial measures of success (current year)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Current ratio of assets to liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one-year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is less than or equal to 0.9
Days cash	60 or more days cash	Between 30 and 60 days cash	Between 15 and 30 days; OR between 30 and 60 days cash AND one-year trend is negative	Fewer than 15 days cash
Current year enrollment variance ¹⁵	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90%–95% of budgeted enrollment in most recent year	Actual enrollment is 80%–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year

Financial measures of success (prior years)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Multiyear ratio of assets to liabilities ¹⁶	Ratio is greater than or equal to 1.1 for at least the 2 most recent years	Ratio is between 1.0 and 1.1 for at least the most recent year	Ratio is below 1.0 for the most recent year; OR below 1.0 in the 2 most previous years out of 3 years	Ratio is 0.9 or less for the most recent year; OR is 0.9 or less in the 2 most previous years out of 3 years
Cash flow	Cash flow is positive for at least the 2 most recent years	Cash flow is positive for at least 1 of the most recent 2 years	Cash flow is not positive for at least 1 of the most recent 2 years	Cash flow is negative for any 2 consecutive years
Total margin (TM) and aggregated 3-Year Total margin ¹⁷ (ATTM)	ATTM is positive and the most recent year TM is also positive	ATTM is greater than –1.5%, the trend is positive for the last two years, AND the most recent year TM is positive	ATTM is greater than –1.5%, but trend does not “meet standard”	ATTM is less than or equal to –1.5%; OR the most recent year TM is less than –10%

Operations/governance primary indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Records compliance ¹⁸	90% or higher	79%–89%	60%–78%	59% or below
On-time records submission rate	90% or higher	79%–89%	60%–78%	59% or below
Financial records submitted monthly	90% or higher	79%–89%	60%–78%	59% or below
Annual audit	Two consecutive years of no findings, findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit	No findings, findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit	Audit contains less than three of the following: findings, noncompliance citations, questioned costs, or material weaknesses, or findings for recovery (less than \$5,000 combined), as set forth in the audit	Audit contains three or more of the following: findings, noncompliance citations, questioned costs, or material weaknesses, or findings for recovery (in excess of \$5,000 combined), as set forth in the audit
LEA special-education performance determination (most recent annual) ¹⁹	Meets requirements	Needs assistance	Needs intervention	Needs substantial intervention

Operations/governance secondary indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Five-year forecasts Submitted to ODE by statutory deadlines		Yes	No	
Preopening assurances documentation		Completed and available 10 days before the first day of school	Not completed and not available 10 days before the first day of school	
Annual report		Submitted to parents and sponsor by the last day of October	Not submitted to parents and the sponsor by the last day of October	
Safety plan and blueprint submitted within the last 3 years to the Ohio Attorney General		Yes	No	
Family-survey results	90% or greater overall satisfaction with school	80%–89% overall satisfaction with school	70%–79% overall satisfaction with school	69% or less overall satisfaction with school

EXHIBIT 4: ACADEMIC AND ORGANIZATIONAL ACCOUNTABILITY PLAN (K-2)

Pursuant to Article III of this Contract, the Academic and Organizational Accountability Plan constitutes the agreed-upon academic, financial, and organizational and governance requirements (“Requirements”) that the GOVERNING AUTHORITY and SPONSOR will use to evaluate the performance of the Community School during the term of this contract. Each of these Requirements may be considered by the SPONSOR to gauge success throughout the term of this contract.

To be considered for contract renewal, the GOVERNING AUTHORITY is expected to have “achieved” the standard as specified herein, which is the SPONSOR’s minimum expectation for the School, in all primary academic indicators, all financial indicators, and all primary operations/governance indicators. Secondary indicators (for both academics and operations/governance) will be considered as well, but primary indicators will factor more heavily into decisions about renewal or nonrenewal, as well as about probation, suspension, and termination. An inability to achieve minor elements of the standards may not prevent consideration of contract renewal, based on the totality of the circumstances, which will be subject to the SPONSOR’s sole and complete discretion.

Primary academic indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Reading progress	96%-100% of Dayton Leadership Academies- Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP. Metric: NWEA	96%-100% of Dayton Leadership Academies- Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP. Metric: NWEA	80%-89% of Dayton Leadership Academies- Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP. Metric: NWEA	79% or fewer of Dayton Leadership Academies- Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP. Metric: NWEA
Math progress	96%-100% of Dayton Leadership Academies- Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP. Metric: NWEA	90%-95% of Dayton Leadership Academies- Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP. Metric: NWEA	80%-89% of Dayton Leadership Academies- Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP. Metric: NWEA	79% or fewer of Dayton Leadership Academies- Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP. Metric: NWEA

Secondary academic indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
School regularly administers internal growth assessment		Yes	No	
School met a majority of its internal goals (section A.7 of this contract)		Yes	No	

Financial measures of success (current year)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Current ratio of assets to liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one-year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is less than or equal to 0.9
Days cash	60 or more days cash	Between 30 and 60 days cash	Between 15 and 30 days cash; OR between 30 and 60 days cash AND one-year trend is negative	Fewer than 15 days cash
Current-year enrollment variance ²⁰	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90%-95% of budgeted enrollment in most recent year	Actual enrollment is 80%-90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year

Financial measures of success (prior years)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Multiyear ratio of assets to liabilities ²¹	Ratio is greater than or equal to 1.1 for at least the 2 most recent years	Ratio is between 1.0 and 1.1 for at least the most recent year	Ratio is below 1.0 for the most recent year; OR below 1.0 in the 2 most previous years out of 3 years	Ratio is 0.9 or less for the most recent year; OR is 0.9 or less in the 2 most previous years out of 3 years
Cash flow	Cash flow is positive for at least the 2 most recent years	Cash flow is positive for at least 1 of the most recent 2 years	Cash flow is not positive for at least 1 of the most recent 2 years	Cash flow is negative for any 2 consecutive years
Total margin (TM) and aggregated 3-year total margin ²² (ATTM)	ATTM is positive and the most recent year TM is also positive	ATTM is greater than -1.5%, the trend is positive for the last two years, AND the most recent year TM is positive	ATTM is greater than -1.5%, but trend does not "meet standard"	ATTM is less than or equal to -1.5%; OR the most recent year TM is less than -10%

Operations/governance primary indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Records compliance ²³	90% or higher	79%-89%	60%-78%	59% or below
On-time records submission rate	90% or higher	79%-89%	60%-78%	59% or below
Financial records submitted monthly	90% or higher	79%-89%	60%-78%	59% or below
Annual audit	Two consecutive years of no findings, findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit	No findings, findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit	Audit contains less than three of the following: findings, noncompliance citations, questioned costs, material weaknesses, or findings for recovery (less than \$5,000 combined), as set forth in the audit	Audit contains three or more of the following: findings, noncompliance citations, questioned costs, material weaknesses, or findings for recovery (in excess of \$5,000 combined), as set forth in the audit
LEA special-education performance determination (most recent annual) ²⁴	Meets requirements	Needs assistance	Needs intervention	Needs substantial intervention

Operations/governance secondary indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Five-year forecasts submitted to ODE by statutory deadlines		Yes	No	
Preopening assurances documentation		Completed and available 10 days before the first day of school	Not completed 10 days before the first day of school	
Annual report		Submitted to parents and sponsor by the last day of October	Not submitted to parents and sponsor by the last day of October	
Safety plan and blueprint submitted within the last 3 years to the Ohio Attorney General		Yes	No	
Family survey results	90% or greater overall satisfaction with school	80%-89% overall satisfaction with school	70%-79% overall satisfaction with school	69% or less overall satisfaction with school



SOURCES

Charts I and II display the performance of Fordham-sponsored schools along the state's two key dimensions of school quality: the PI and the value-added measure. The two indicators provide different perspectives of school quality. The PI gauges a school's overall student achievement,²⁵ whereas the value-added measure estimates a school's contribution to student achievement, using learning gains tracked over time.²⁶

Charts I and II display the PI and value-added scores of Fordham's schools relative to five benchmarks: (1) the average score of the top-five-ranked charter schools in Ohio; (2) the statewide average score for all public schools, both district and charter; (3) the average score of Fordham's schools; (4) the statewide average score of all charters in Ohio;²⁷ and (5) the average score of the Big Eight urban school districts.²⁸ All of the averages are weighted to account for a school's student enrollment.

The academic date in tables I–II are from the ODE, and the financial, governance, and compliance data are from monitoring data maintained in the Epicenter system.

In the directory of schools, the Internal Retrieval Number (IRN) and year-open are from the Ohio Educational Directory System. The demographics and enrollment information are from ODE's state report card. The mission information is from school sponsorship contracts. Enrollment and demographic data for Citizens Leadership Academy–East and United Preparatory Academy–East is based on data available from the Ohio Department of Education as of October 9, 2017.

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END NOTES

1. Source: ODE. Notes: PI measures overall student achievement in a school on a scale of 0–120. The PI calculation places more weight on higher test scores. All averages are weighted by total student enrollment of the schools.
2. Source: ODE. Notes: The value-added index score estimates the impact of a school on student growth (measured in learning gains divided by the standard error). At a school level, these scores ranged from –39.5 to 33.3 for 2016–17. All averages are weighted by total student enrollment of the schools.
3. Rating key: Exceeds the standard=E, meets the standard=M, does not meet the standard=DNM, falls far below the standard=FFB.
Data key: Not applicable (NA); these data are not applicable due to the grade level in the school's contract. Not rated (NR); these data are not displayed because there are not enough students to evaluate.
4. Dayton Leadership Academies–Early Learning Academy serves grades K–2, and few state assessment measures apply to the school. Consequently, the school has a slightly different accountability plan. Please see appendix 7 for our K–2 accountability plan.
5. Audit pending: the school's fiscal year 2017 audit has not been released by the Auditor of State's office. Audited financials are used to calculate financial measures of success (prior years). School performance outcomes will be updated upon the release of the school's audit.
6. 2016-2017 Sponsor Annual School Performance Report Guidance (October 26, 2017).
7. The ODE requires that sponsors report whether a school “meets”, “exceeds” or “did not meet” the standards for academic performance. Meets (M): the school met half or more of contractual academic indicators. Exceeds (E): the school met all contractual academic indicators. Did not meet (DNM): the school met fewer than half of contractual academic indicators.
8. The ODE requires that sponsors report whether a school “meets”, “exceeds” or “did not meet” the standards for fiscal performance. Meets (M): the school met half or more of contractual fiscal indicators. Exceeds (E): the school met all contractual fiscal indicators. Did not meet (DNM): the school met fewer than half of contractual fiscal indicators.
9. The ODE requires that sponsors report whether a school “meets” or “did not meet” the standard for legal compliance. Meets (M): the school met half or more of contractual legal compliance indicators. Did not meet (DNM): the school met fewer than half of contractual legal compliance indicators. Legal compliance comprises the “records compliance” portion of contractual indicators.
10. The ODE requires that sponsors report whether a school “meets”, “exceeds” or “did not meet” the standards for organizational and operational performance. Meets (M): the school met half or more of contractual organizational and operational indicators. Exceeds (E): the school met all contractual organizational and operational indicators. Did not meet (DNM): the school met fewer than half of contractual organizational and operational indicators. Operation and organization comprises all contractual operations/governance primary and secondary indicators except records compliance.
11. Audit pending: the school's fiscal year 2017 audit has not been released by the Auditor of State's office. Audited financials are used to calculate financial measures of success (prior years). School performance outcomes will be updated upon the release of the school's audit.
12. The PI percentage is calculated as follows: school's PI score divided by 120 (the highest possible PI score).
13. A value-added score is a statistical estimate intended to convey how much a school has contributed to student learning. A higher value-added score conveys greater confidence that, on average, the school has contributed more than one standard year of academic growth; a lower value-added score conveys greater confidence that the school has, on average, not contributed more than one standard year of academic growth.
14. “Local market” includes other charter schools (excluding virtual and dropout-recovery charter schools, as designated by the ODE) in the county in which a school is located as well as comparable district schools in the charter school's serving district, as designated by the ODE.
15. The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.

16. This ratio depicts the relationship between a school's annual assets and liabilities, covering the last three years, based on the most recently audited financial statements.
17. "Total margin" measures the deficit or surplus a school yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources. The total margin is important to track, as schools cannot operate at deficits for a sustained period of time without risk of closure. The aggregate three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations. The performance of the school in the most recent year, however, is indicative of the sustainability of the school; thus, the school must have a positive total margin in the most recent year to meet the standard. The total margin is the net income divided by the total revenue. The aggregate total margin is the total three-year net income divided by the total three-year revenues, based on the most recently audited financial statements.
18. Represents the percentage of records reviewed that were accurate and complete during the school year.
19. The Individuals with Disabilities Education Improvement Act (IDEIA) requires that state education agencies make annual determinations regarding the performance of special-education programs operated by local education agencies (LEAs) that receive federal IDEA Part-B funding. In Ohio, individual charter schools are considered LEAs.
20. The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.
21. This ratio depicts the relationship between a school's annual assets and liabilities, covering the last three years, based on the most recent audited financial statements.
22. "Total margin" measures the deficit or surplus a school yields out of its total revenues; in other words, it measures whether the school is living within its available resources. The total margin is important to track, as schools cannot operate at deficits for a sustained period without risk of closure. The aggregate three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations. The performance of the school in the most recent year, however, is indicative of the sustainability of the school; thus, the school must have a positive total margin in the most recent year to meet the standard. The total margin is the net income divided by the total revenue. The aggregate total margin is the total three-year net income divided by the total three-year revenues, based on the most recent audited financial statements.
23. Represents the percentage of records reviewed that were accurate and complete during the school year.
24. The Individuals with Disabilities Education Improvement Act (IDEIA) requires that state education agencies make annual determinations regarding the performance of special-education programs operated by local education agencies (LEAs) that receive federal IDEA Part-B funding. In Ohio, individual charter schools are considered LEAs.
25. The state classifies test scores into six categories. From lowest to highest achievement, they are as follows: limited, basic, proficient, accelerated, advanced, and advanced plus. The PI calculation places greater weight on scores in higher achievement categories. A school's PI score is reported on a scale from 0 to 120. For more information on the PI measure, see ODE, "Understanding Ohio's School Report Card." We downloaded the data that we used for this chart from the ODE's website, "Ohio School Report Cards."
26. The state uses a statistical analysis, based on the test scores of students in grades 4-8 and the high-school math and ELA end-of-course exams, to estimate a school's contribution to student achievement. With continuity in state tests, Ohio has transitioned back to a multiyear average starting in 2016-17. For more information on the value-added measure, see ODE, "Understanding Ohio's School Report Card." We downloaded the data that we used for this chart from the ODE's website, "Ohio School Report Cards."
27. The chart displaying value-added scores includes the statewide charter average, both with and without e-schools (their scores are among the very lowest in the state).
28. The Big Eight urban districts are Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown.



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